DOCUMENT RESUME

ED 378 654 EA 026 413

AUTHOR Genck, Fredric H.
TITLE Renewing America's Progress: A Positive Solution to School Reform.
REPORT NO ISBN-0-275-93651-1
PUB DATE 91
NOTE 248p.
AVAILABLE FROM Praeger Publishers, One Madison Avenue, New York, NY 10010 ($49.95).
PUB TYPE Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Accountability; *Educational Assessment; *Educational Change; Educational Objectives; Educational Quality; Elementary Secondary Education; *Evaluation Utilization; Management by Objectives; Measurement Techniques; Performance; Productivity; *Public Schools; *School Based Management; School Effectiveness; Standards

ABSTRACT

This book was designed to help citizens evaluate and improve their local schools. It contends that the solution to the potential end of America's progress is through positive school reform--the public management of schools. It presents a system of participative and results-oriented management that is implemented by boards, administrators, and teachers. The first two parts provide an overview of the system and the history of the public-management revolution. Part 3 describes the what, who, why, and how of beginning the public-management revolution in America's schools. The fourth part describes the system's three primary components--governance policies, management plans, and performance measures. Guidelines for implementing the system's evaluation techniques for school improvement--using outside audits, conducting parent and teacher surveys, and evaluating student test data--are outlined in the fifth part. Part 6 offers strategies for rewarding staff through participative management plans, and part 7 describes a plan and criteria for evaluating the school board and superintendent. The final chapter summarizes the results in 10 school districts that applied participative-management plans. It is concluded that: (1) America's students and teachers can achieve more than has generally been assumed; (2) the biggest learning gains have occurred in urban communities; (3) good teaching makes a big difference; and (4) performance differences are driven by participative management and performance measures. Seventeen exhibits and 2 figures are included. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****